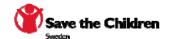![Save the Children Sweden logo]

Child Rights Programming Checklist For Assessing A Project Proposal & Developing A Project

Use the following to develop and/or assess a project or project proposal from a CRP perspective. Ideally, the answer to each question should be "yes". It is subjective as to how many questions MUST be answered yes to qualify the project or proposal as child rights programming based. There are many different scales and scopes of projects for which this could be used.

If this is used as a discussion tool in developing a project concept or proposal, any question that has been answered "no" will benefit from more discussion, analysis and exploration. Clarifying responses to each question in a section (1., 2., 3., etc.) before moving on to the next will strengthen the project design. The discussion can also be used to help identify areas of support to and capacity building.

1. Child Rights Situation Analysis

✓ Have the main unfilled and/or violated child rights been identified?

✓ Has the analysis been done for group(s) of children identified, and if relevant, have specific geographical locations been taken into account?

✓ Have the reasons the right(s) have not been fulfilled been identified?

✓ Has the analysis included:

- mapping of trends and foreseen prospects,

- exploring the immediate and root causes, and

- the views of the duty bearers as well as that of children?

✓ Are the duty bearers, i.e., those responsible for the protection and fulfilment of the right(s), been identified?

- Have the duty bearers current actions been identified to as are they doing so presently?

- Have the duty bearers planned actions been identified?

- Have the other relevant actors been identified and their actions been assessed or otherwise analyzed (e.g., UN agencies, INGOs, LNGOs, etc.)?

✓ Have stakeholder and gender analysis been done, with information about how groups have access and control over resources and participate in decision-making, as appropriate to the scope of the project, been made?

✓ Has an assessment of how the physical environment effects children been done, appropriate to the scope of the project?

✓ Has an economic situation assessment been done, as is appropriate for the scope of the project?

✓ Have the sources of information been identified? (e.g., CRC & other human right's instruments State Party reports, Concluding Observations, National Plans of Action, existing laws and policies, budget allocations, etc.)

2. Goals and objectives

✓ Does the goal address specific issues (unfulfilled or violated rights) of girls, of boys, and of the groups they belong to and their geographical area as identified in the situation analysis?

✓ Are the vision, project goal, project change objectives, and expected results and outcomes rights-based?

✓ Do the goal and project change objectives relate to the vision for children and the problems identified in the situation analysis?

✓ Is it clear from the objectives what changes effecting children's lives will occur and by when? (Refer to the Dimensions of Change)

✓ Are the objectives either SMART (Specific, measurable, agreed/attainable, realistic and time-bound) or follow QQTTL (Quantity, Quality, Time, Target, Location)?

✓ Does each objective have indicators?

- Are the indicators child focussed and/or will their impact on children's lives be reasonably certain?

✓ Is there clear linkage between the different objectives and they will contribute towards each other and the long-term goal?

✓ Are the assumptions for and risks to success identified?

- Is it reasonable to think that the assumptions will be met?

- Is it reasonable to think that the risks will be overcome?

3. Child Rights Programming Strategy

✓ Is there a clear link between the situational analysis, goals/change objectives, target(s) and the project strategies, output and activities?

✓ Are roles clear in relation to other actors and duty bearers?

- Will there be complementarily, joint efforts and advocacy, etc, lead to the fulfilment of the long-term goal?

- Is there a risk for duplication and overlap? Are there plans to mitigate or lessen duplication/overlap if found during the project?

✓ Are any or all of the following Child Rights Programming components are being used?

▪ Direct actions on violations of children's rights & gaps in provision

▪ Strengthening capacity of duty bearers to meet their obligations (improvements in policies, legislation and their practice)

▪ Strengthening understanding & capacity of children, carers & civil society to claim rights & hold others to account

- If only one of the components is being employed,

▪ Is the chosen one the most appropriate?

- ▪ Is there a clear linkage of this project to either other projects or other partners to inform and reinforce their work in the other components?
  - If more than one,
    - ▪ Does the balance and mix of activities allocated between the components inform and reinforce the others in the project?
    - ▪ Are there processes to ensure the appropriate balance and mix of activities changes over time?

4. Child Rights Programming Principles

✓ Will the following be addressed?

4.1 Accountability

- ✓ Have the most strategic duty bearers been identified?
- ✓ Are duty bearers being made accountable?
  - Are linkages made between the proposal and influencing government policies and/or resource allocation?
  - Are good practices/expected outcomes linked to advocacy and networking?
- ✓ Are linkages made in the proposal with other Human Rights frameworks, e.g. CERD, CEDAW, etc., as appropriate?
- ✓ Are there any attempts to make other actors more accountable like civil society organizations, media, academe, religious leaders, corporate entities through social responsibility, etc.?

4.2 Non-discrimination and Inclusion

- ✓ Does the project target the most marginalized children or groups of children in the society?
- ✓ Are statistics and information (mentioned in the proposal) disaggregated by gender, disability, ethnicity, age, etc.?
- ✓ Is the project likely to benefit boys and girls of different ages and with different backgrounds?
- ✓ Will the differences of each group be addressed within the project efforts?
- ✓ Is the project unlikely to reinforce/reproduce discrimination towards any group(s) in society?
- ✓ Does the project empower those who are excluded?
- ✓ Will the project address discrimination issues in general in the society?
- ✓ Will attitudes, practices, social norms and value, laws and policies on a particular group or groups be changed?

4.3 Participation of Girls and Boys

- ✓ Were children consulted in developing the project proposal (e.g. in identifying rights unfulfilled or violated and causes for such gaps or

violations, as well as their expectations on changes or ways to address the gaps or violations?

✓ Have children's views been incorporated into the project proposal?

✓ Are targeted groups of children participating in all stages of the programming/project cycle?

✓ Are the children who will participate in the project provided with child friendly project information?

✓ Will the project enable children and adults to claim children's rights or hold others accountable for the rights fulfilment?

✓ If children will be participating in the project, does it promote ethical and meaningful child participation? (See Save the Children Practice Standards on Child Participation)
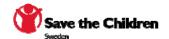
4.4 Best Interests of the Child

✓ Is the project relevant to and expected to have positive impact on children?

✓ Have the short term and long term interests of the child been taken into account?

✓ Has there been a process undertaken to determine the best interests of the child?

✓ Are there mechanisms for taking into account changes in processes or decisions based on priorities of children and their best interests, e.g., in changing situations?

4.5 Rights to survival and development:

✓ Are survival/development rights addressed in the project?

✓ Will a child friendly environment be promoted?

5. How will the project be monitored and reported from a child rights based approach?

✓ Does the project include a monitoring plan?

  o Are indicators related to objectives?

  o Have children suggested any of the indicators?

  o Can the indicators contribute to assessing the Dimensions of Change?

  o Is it clear who will monitor the project and when/how?

  o Are tools and methods used for monitoring purposes identified? Do they include tools relevant for use with and by children?

  o Does the monitoring plan include tracking implementation of the child protection policy and of the principles of non-discrimination, participation and accountability, survival/development,?

✓ Will changes due to practical support and advocacy be measured? For example will changes be measured in relation to:

  - o The effect on girls and boys of various backgrounds?
  - o The strengthening of mechanisms and institutional capacity of partner organizations?
  - o The strengthening of duty bearers (their policies, strategies and institutional capacity to respect, protect, and fulfil children's rights)?
  - o Attitudes, skills, awareness and behaviour of the various stakeholders to claim children's rights and hold others to account?

- ✓ Does the organization have enough capacity to do internal monitoring?
- ✓ Will boys and girls be included in the monitoring process?
- ✓ Is there a plan for financial monitoring and reporting?

6. Evaluation/Impact Assessment:

- ✓ Are project evaluation plans included in the proposal? Do they include an impact assessment focus?
- ✓ Is there a plan for building capacity of those who will be involved in evaluation and assessment, especially by children, on children, on child rights?
- ✓ Is there a plan for developing child friendly methods if children are involved?
- ✓ Do the plans indicate the participation of children in the evaluation/assessment both as contributors and as evaluators/assessors using child friendly techniques, etc.?
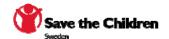
7. Sustainability (Handover/Phase out)

- ✓ Is there a plan for sustainability of outcomes?
  - - Is a plan for handover or phase out of the project work needed and planned for?
  - - Are resources from others, e.g., community, needed and if so planned for?

8. Protection

- ✓ Is there a plan to ensure protection of children in the course of the project – either as participants of the project or as a result of project activities, including protection from unintended results of the project?
- ✓ Does the proposal include agreeing/implementing to a child protection policy?

9. The organisation and capacity to implement the project

- ✓ Have self or other assessments of the implementer/partners been made?
- ✓ Do the implementers/partners have the following capacities for the project:
  - o Knowledge of children's rights in relation to their thematic work or sector?
  - o Technical skills needed to ensure success of the project?
  - o Rights-based management?

  o Have access to complementary resources?

  o Time and staff available?

  o Have the implementers identified and planned capacity building of the staff and organization based on the assessment above, to ensure success of the project?

✓ Is the project relevant to the implementing organization?

✓ Are child rights based principles reflected within organizational structures and attitudes:

- Non-discrimination through structures, processes and procedures such as: accessibility for people with disabilities, recruitment and retention procedures encouraging diversity, and codes of conduct based on respect and protection?

- Dignity, respect and justice through structures, processes and procedures such as: security and safety measures, mechanisms for feedback and praise, mechanisms to ensure staff representation, transparent and consultative decision-making processes, and behavioral codes of conduct?

- Accountability through structures, processes and procedures such as: job descriptions, plans and budgets, reporting mechanisms, and grievance and disciplinary procedures?

- Participation and empowerment through structures, processes and procedures such as: organizational inductions and orientations, staff access to support, and opportunities for growth and development?

- Working with children through structures, processes and procedures such as: child protection policy, child-friendly spaces in the workplace, implementation of practice standards in children's participation, and child-friendly communication strategies?

✓ Does the budget plan indicate that the implementing organization will be able to manage their resources (human, financial, etc)?

10. Summary/Conclusion

✓ Is the project planned from a holistic approach?

✓ Are the potential identified changes of the project for children valid and likely?

✓ Does the cost of the project compare with the intended results of it?

✓ Does the project plan seem sensible and do-able?

✓ Are the parts unified and interlinked?

✓ What implications are there for donor technical support and donor ability to otherwise support the project?